

Elementary General Music Rubrics

2019-2020

Rubrics are a powerful tool for teaching and assessment. They help students become more thoughtful judges of their own work. They reduce time teachers spend on evaluating. They allow teachers to accommodate differences in heterogeneous classes. They are easy to explain and improve objectivity in scoring.

Vocal

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Melody, Pitch, and Pitch Direction	Confidently sings in tune when singing a song appropriate to student's level. Matches pitch reliably. Echoes simple songs and speech patterns reliably.	Sings simple songs easily and manages some complex tunes some of the time. Matches pitch reliably Echoes simple songs and speech patterns	Developing towards singing in tune. Pitch is developing. Developing ability to echo simple songs or speech patterns.	No effort to develop towards singing in tune. Pitch is uncertain or not evident. No effort to develop the ability to echo simple songs or speech patterns. OR Off task/no participation

Rhythm

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Rhythm	A rhythmic leader in the classroom that is working above grade level concepts. Serves as a model for the class to follow and is a peer mentor	Consistently demonstrates control of the steady beat and complementary patterns with proper posture or technique.	Shows the steady beat, but is not consistent. Developing the ability to perform rhythms independently.	No effort to find the steady beat or perform rhythms. OR off task/not participating

Listening

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Dynamics Voices	Students are accurately able to distinguish between contrasts in pitch, duration, dynamics, tempo, timbre, and voices	Students are consistently able to distinguish between contrasts in pitch, duration, dynamics, tempo, timbre, and voices	Students show some ability to distinguish between contrasts in pitch, duration, dynamics, tempo, timbre, and voices.	Students show little to no ability to distinguish between contrasts in pitch, duration, dynamics, tempo, timbre, and voices.

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Dynamics Skill Rubric

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Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	Dynamics show musicianship above age and grade appropriateness. Takes direction well, showing an understanding of the director's intent.	Dynamics are consistent and generally appropriate and balanced within the ensemble.	Dynamics level varies but is developing towards appropriate levels.	No effort to develop towards appropriate dynamics level and is often too loud, overpowering others, or so soft that song cannot be heard. OR Off task/no participation

Music Connections – Evaluating Performance

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	Student is a “standout” performer. He/She knows all songs and performs them with expression and stage presence	Student is a solid performer. He/She does his/her best at all times.	Student tries but is still learning. He/She often has to watch other performers or is unable to perform with accuracy.	Student is not trying his/her best. Student is distracting or is distracting to others OR off task/not participating.

Music Connections – Movement

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	Performs complete dance with confidence, independence, and enthusiasm performs all sequences from memory performs independently or as solo; serves as a model for the instructor to facilitate classmates learning; demonstrates enthusiasm by showing energy in movements	Performs dance from memory with independence performs sequence from memory performs independently demonstrates enthusiasm	Performs dance from memory or is working at his/her best ability performs some sequences by following teacher and/or model still needs instructor's help; unable to demonstrate enthusiasm because still learning	Does not perform dance due to little effort and/or focus. unable to perform any sequences from memorization needs to follow instructor does not demonstrate enthusiasm OR Off task and/or does not participate

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Form

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	Student can easily identify, predict and label the form of a song	Student can identify and label the form of a song	Student can identify the main sections of the song with some difficulty.	Student does not hear the difference due to a lack of focus or effort. Off Task/not participating

Improvising

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	The improvisation is Repeatable/Sing-able, by self and others, not composition, but awareness.	The student creates cadences, is in rhythm, sets a “connector” or “cadence.” In melodic sets, to establish a “resting tone” or tonal center.	Illustrates the appropriate elements, tonal set or rhythmic set. Follows the form or rhythmic structure	The student is not putting forth an effort and is easily distracted or off task.

Creating

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Rhythm	Skillful use of rhythm patterns using grade appropriate notation. Able to help peers understand or work above grade level	Adequate understanding of using grade appropriate notation.	Developing an understanding of using grade appropriate notation.	Little understanding of using grade appropriate notation. OR Off Task and/or not participating
Pitch	Pitches played show above-average representation of the melody of a song. Student plays with above average understanding of the age appropriate notation given by the teacher.	Pitches played show an adequate representation of the melody of a song. Student plays with an understanding of the age appropriate notation given by the teacher.	Pitches played show a developing representation of the melody of a song. Student plays with a developing understanding of the age appropriate notation given by the teacher.	Pitches played show little representation of the melody of a song. Student plays with little or no understanding of the age appropriate notation given by the teacher.
Clarity of Notation	Composition is performed with clarity and deep understanding of the notation.	Composition shows improvement in clarity and understanding of the notation.	Composition is performed with unclear understanding of the notation.	Composition performance needs improvement in understanding and clarity.

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Depth of Knowledge

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Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Depth of Knowledge	The student can synthesize and improvise an understanding of the concept in a new context.	The student can analyze and evaluate the musical concept through reading and writing.	The student can use vocabulary properly and apply the learning.	The student can only imitate others and knows the vocabulary.

Citizenship Rubric

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Citizenship	A leader in the classroom. Demonstrates maturity, facilitates cooperation, teamwork, and promotes a positive learning environment.	Shows leadership working with others. Works well with others in teamwork and is a good listener.	Follows directions and classroom rules, but needs to improve cooperation with others.	The student is not following directions or cooperating with others. Actively works to disrupt the positive classroom environment. Easily distracted or off task.

Group Work Rubric

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Group Work	Works very well within the group all of the time and emerges as a leader contributes lots of ideas contributes suggestions for modification listens to others displays patience motivates other group members	Works well within the group contributes ideas listens to others maintains positive group dynamics fights becoming frustrated and/or impatient	Works well with their group contributes ideas listens to others when they agree displays impatience requires teacher assistance to refocus and remain in group OR, despite effort, ideas are undeveloped group does not welcome his/her ideas does not understand	Did not work well with their group. contributes no ideas remains quiet refuses to practice requires teacher assistance to refocus and/or remain in group OR Off task and/or does not participate quits group and/or tries to move to other groups

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Group Dance Rubric

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Creative Dance Sequence	Develops a dance sequence that is creative, complete and displays organization, effort and practice. clearly demonstrates the dance, completing all perimeters given displays various elements of body and space awareness, qualities and relationships sequence is consistent displays confidence displays ability to teach the sequence	Develops a dance sequence that is creative, complete and displays adequate effort and practice. demonstrates the dance displays elements of body and space awareness, qualities and relationships sequence is consistent	Develops a dance sequence that is not creative, incomplete and/or displays minimal practice and organization demonstrates the dance with key elements missing or incomplete displays few elements of body and space awareness, qualities and relationships sequence is performed without consistency or confidence	Does not displays a dance sequence or is incomplete, displays little or no effort or practice does not demonstrate a dance demonstrates no attention to elements sequence is different each time
Dance Terminology / Positions / Steps and Directions	Displays ability to explain, demonstrate, and/or analyze dance terms, positions, steps and directions to facilitate the learning process of peers understands and follows all dance terms and directions given dances with independence knows all new positions and steps accurately performs all dance steps with ease	Displays ability to explain or demonstrate dance terms, positions, steps and directions understands and follows dance terms and directions given dances with independence knows new positions and steps accurately performs dance steps	Displays ability to demonstrate dance terms, positions, steps and directions.; follows dance terms and directions dances without confidence, watches others; still developing new positions and steps performs dance steps, dances OR, despite effort, inaccurately performs dance steps struggles and looks overwhelmed	Displays little to no desire to demonstrate dance terms, positions, steps and directions does not understand or follow dance terms and directions always watches others; does not know new positions and steps OR Off task and/or does not participate
Choreography / Overall Performance	Performs complete dance with confidence, independence, and enthusiasm; performs all sequences from memory performs independently or as solo; serves as a model for the instructor to facilitate classmates learning	Performs dance from memory with independence performs sequence from memory performs independently demonstrates enthusiasm	Performs dance with his/her best ability; performs some sequences but still needs instructor's help; unable to demonstrate enthusiasm because still learning	Does not perform dance due to little effort and/or focus. unable to perform without instructor does not demonstrate enthusiasm OR Off task and/or does not participate

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<p>Group Work</p>	<p>Works very well within the group all of the time and emerges as a leader contributes lots of ideas contributes suggestions for modification listens to others displays patience motivates other group members</p>	<p>Works well within the group contributes ideas listens to others maintains positive group dynamics fights becoming frustrated and/or impatient</p>	<p>Works well with their group contributes ideas listens to others when they agree displays impatience requires teacher assistance to refocus and remain in group OR, despite effort, ideas are undeveloped group does not welcome his/her ideas does not understand</p>	<p>Did not work well with their group. contributes no ideas remains quiet refuses to practice requires teacher assistance to refocus and/or remain in group OR Off task and/or does not participate quits group and/or tries to move to other groups</p>
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